DOCUMENT RESUME

ED 434 625 HE 032 403

TITLE	Investing in the Future: Strategic Plan of the Board of Regents, State of Iowa, 1998.
INSTITUTION	Iowa State Board of Regents, Des Moines.
PUB DATE	1998-04-00
NOTE	165p.; Cover title is: "Investing in the Future: The Strategic Plan of the Board of Regents of the State of Iowa, 1998-2003."
AVAILABLE FROM	State Board of Regents, Old Historical Building, Des Moines, Iowa 50319. Tel: 515-281-3934. For full text: <http://www.state.ia.us/educate/regents>.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Access to Education; Accountability; Diversity (Student); Educational Objectives; Educational Quality; Higher Education; Institutional Mission; *Long Range Planning; Outcomes of Education; Special Schools; State Universities; *Strategic Planning
IDENTIFIERS	*Iowa

ABSTRACT

This document presents the strategic plan of Iowa's Board of Regents for the state's three institutions of higher education (and two special schools) for the next five years. Introductory information includes a statement of the document's purpose and overview, and the Board's mission statement, responsibilities statement, vision statement, and values statement. The Board culture statement, which emphasizes governance through delegation, a nurturing environment, academic freedom, and effective service, is followed by organizational charts for the Board, the Board office, and each institution. The following section identifies factors impacting upon the Board and the individual institutions; these include external factors (economic, social, technological, competition for students and faculty, geographic and demographic), and internal factors (institutional environment, students, curricular, facilities/equipment, finances, and faculty/staff). Next, 11 critical factors for success, four key result areas, and nine objectives are specified. Specific strategies and action steps are listed for each of the key result areas, which address quality, access, diversity, and accountability. A chart provides further planning detail, with an action plan for each action step, including responsible persons and timelines. Two appendices provide a chronology of the strategic plan and summary information about each institution. (DB)

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THE STRATEGIC P

OF THE BOARD OF

OF THE STATE OF

1998-2003

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Owen J. Newlin
President

It's all about investments.

The people of Iowa have invested their trust in the State Board of Regents. They expect — and rightfully so — that this governing body will guide each of the five Regent institutions and schools in their pursuits to become the best.

In turn, the Regents, along with leaders from each of its five charges — the University of Iowa, Iowa State University, the University of Northern Iowa, the Iowa School for the Deaf and the Iowa Braille and Sight Saving School — have invested months of brainstorming, research and assessments to formulate a strategic plan for its institutions. The goal for each school is simple, yet empowering: to become the best enterprise of public education in the United States through the unique teaching, research and outreach programs established for each.

Committing ourselves to providing students with innovative yet practical educations is one of the few investments in life that can be considered virtually risk-proof. The following pages outline, in detail, those investment strategies. With the support of all Iowans, we fully anticipate exceptional returns.

Sincerely,

Owen J. Newlin

OWEN J. NEWLIN
PRESIDENT
STATE BOARD OF REGENTS

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"INVESTING IN THE FUTURE"

STRATEGIC PLAN

OF THE BOARD OF REGENTS

STATE OF IOWA

1998

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PURPOSE AND OVERVIEW STATEMENT

The **purpose** of this booklet is to provide background information and a map for achieving the objectives of the Strategic Plan of the Board of Regents State of Iowa. It is the most comprehensive action-oriented plan the Board has ever developed.

It is the result of a combined and ongoing effort by all nine Regents, the Board Office staff, and the top administrators of the three Regent universities and two special schools. It describes the current Regents system, its' aspirations and how to achieve those goals.

It is geared to objectives for both the current year and as many as five years into the future. And it is influenced by long-standing policies and guidelines from both the Procedural Guide and the Regents' vision for the future.

MISSION STATEMENT

The Board of Regents will be an exemplary model of governance and stewardship of resources of Regent institutions.

The Board establishes, coordinates and advances the individual mission and vision of each Regent institution and strives to meet the educational needs of Iowans in concert with Iowa's other educational institutions.

The Board has the responsibility for assuring effective relations with the various external constituencies of the Board of Regents, and the long-term development of the capacity of the Regent institutions to achieve their missions.

The Board challenges its institutions to become the best enterprise of public education in the United States through the unique teaching, research and outreach programs established for each university and school.

Adopted January 20, 1998
by the Board of Regents

RESPONSIBILITIES STATEMENT

Statutory Expectation

The State Board of Regents was created in 1909 to perform two functions: govern and coordinate the functions of the state institutions under its jurisdiction. Chapter 262 of the Code of Iowa authorizes the Board to "*have and exercise all powers necessary and convenient for the effective administration of its office and of the institutions under its control . . .*" The Board oversees the State University of Iowa, Iowa State University of Science and Technology, University of Northern Iowa, Iowa School for the Deaf, and Iowa Braille and Sight Saving School as the governing board responsible for the overall operation of the five institutions.

Operational Stewardship

The Board is responsible for the unique role of the Regent universities to provide stewardship for quality teaching, research, and service to the citizens of Iowa, including undergraduate, graduate, and professional programs in a variety of fields. The Board also is responsible for ensuring quality programs for the deaf and visually impaired at the pre-collegiate level. In all areas of responsibility, the Board is responsible for appropriate and effective articulation with other sectors of postsecondary, secondary, and elementary education in the state. In addition, the Board's responsibilities include ongoing coordination between and among the Regent institutions, and between the Regent institutions and other organizations and agencies responsible for related educational functions. Together with other boards and agencies responsible for aspects of education, such as the Department of Education and the Iowa College Aid Commission, the Board of Regents is responsible for interagency coordination and overall planning for postsecondary and special education in the state. (Board of Regents Minutes, April 12-13, 1989, pp. 721-725.)

In its role as the Board of Trustees for the University of Iowa Hospitals and clinics (UIHC), the Board is responsible for reviewing periodic reports on planning, programs, operation, and finance, and for governing the UIHC. As provided in the Bylaws approved for the UIHC, the Chief Executive Officer of the UIHC shall submit through the president of the university reports to the Board of Regents in its capacity as the Board of Trustees for the UIHC at least quarterly. (Board of Regents Minutes, April 21, 1993, p. 717.)

Adopted January 20, 1998
by the Board of Regents

VISION STATEMENT

The Board of Regents expects its enterprise of public education to become the best in the United States.

The Board of Regents will be seen as the nation's higher education leader in developing the best-educated state in the nation, in creating new knowledge that demonstrably improves the quality of life for Iowans, and in employing the resources of the Regent institutions to serve the needs of Iowa and the world.

Adopted January 20, 1998
by the Board of Regents

VALUES STATEMENT

The values nurtured by the Board of Regents flow from the trust bestowed by the people of Iowa and the Board's educational mission. The Board values learning, knowledge, access, and public service. The Board values academic freedom, and in every endeavor upholds the value of uncompromised integrity, conforming to the highest standards of ethics, honesty, trust, fairness, civility and compassion.

The Board values quality and pursuit of excellence in a diverse educational community. The Board embraces the value of dedication to educational and public service of the highest standard. The Board values stewardship and accountability from the universities and schools.

Adopted January 20, 1998
by the Board of Regents

CULTURE STATEMENT
How we do things

Governance through Delegation

The overall authority to govern the Regent institutions is fully vested in the Board of Regents. The Board delegates appropriate authority to the institutional heads (e.g., the university presidents and the special school superintendents). Institutional governance structures are developed, with Regent oversight of operations and management. Effective management practices marked by continuous self-examination and improvement are intrinsic to the Board's operational culture.

Nurturing Environment

The Board is committed to a nurturing environment for the recruitment (where appropriate) and retention of high-quality, diverse faculty, staff and students. The Board believes that individual and collective accomplishments are enhanced by an environment characterized by collaboration of expertise, and cultivation of common as well as unique and individual interests.

Academic Freedom

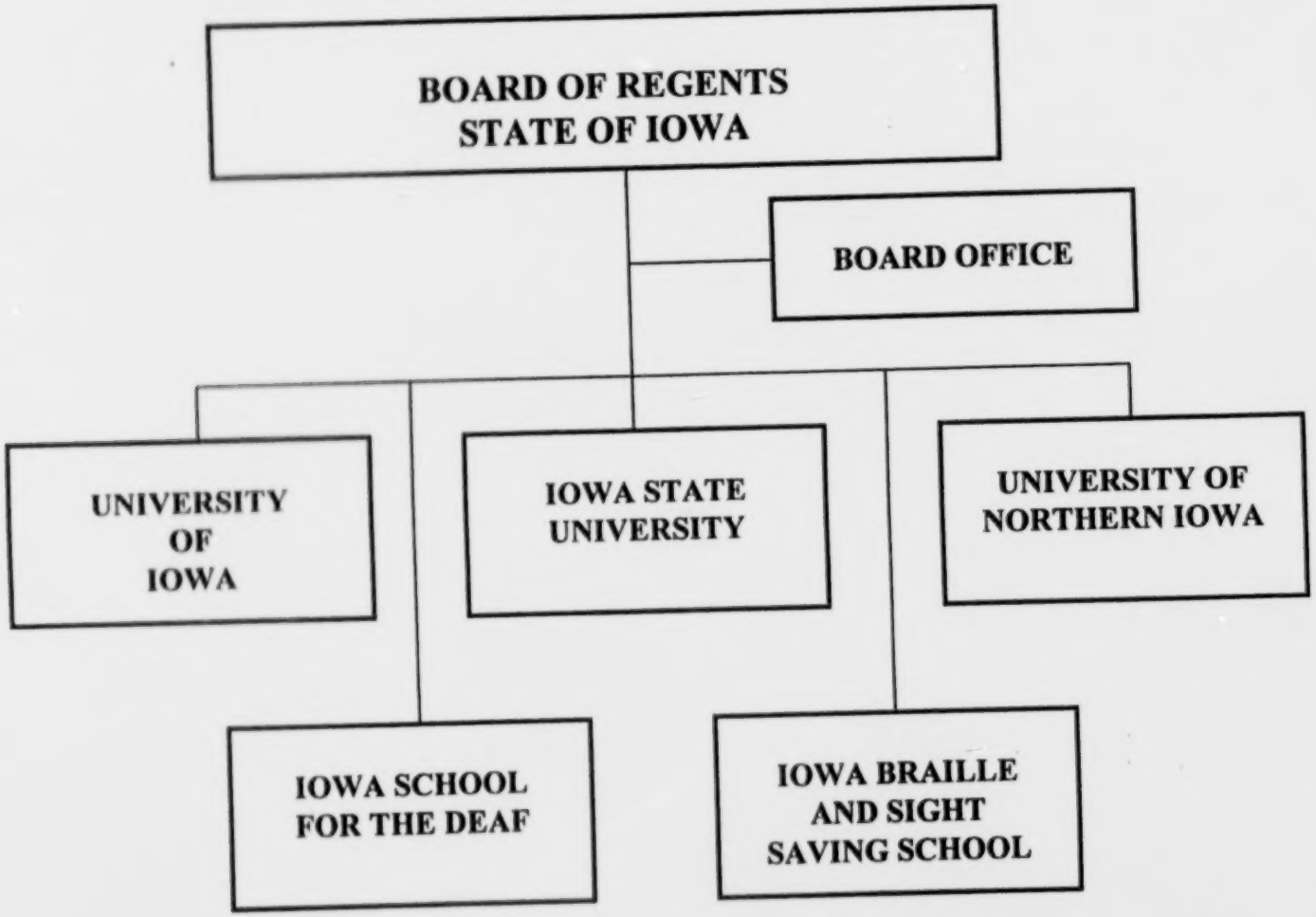
The Board of Regents is committed to academic freedom as an integral part of an environment fostering excellence. The Board seeks an environment of critical thinking, free inquiry and open communication marked by academic freedom, and opportunities for educational endeavors enriched by the presence and active participation of people from diverse backgrounds and cultures.

Effective Service

At the core of the Board's culture resides the commitment to effective and responsive service to appropriately meet the needs of the people of Iowa, the nation, and the world. The Board will proactively communicate to the state's constituencies and the public its efforts toward this service.

Adopted January 20, 1998
by the Board of Regents

ORGANIZATIONAL GOVERNANCE AND STRUCTURE



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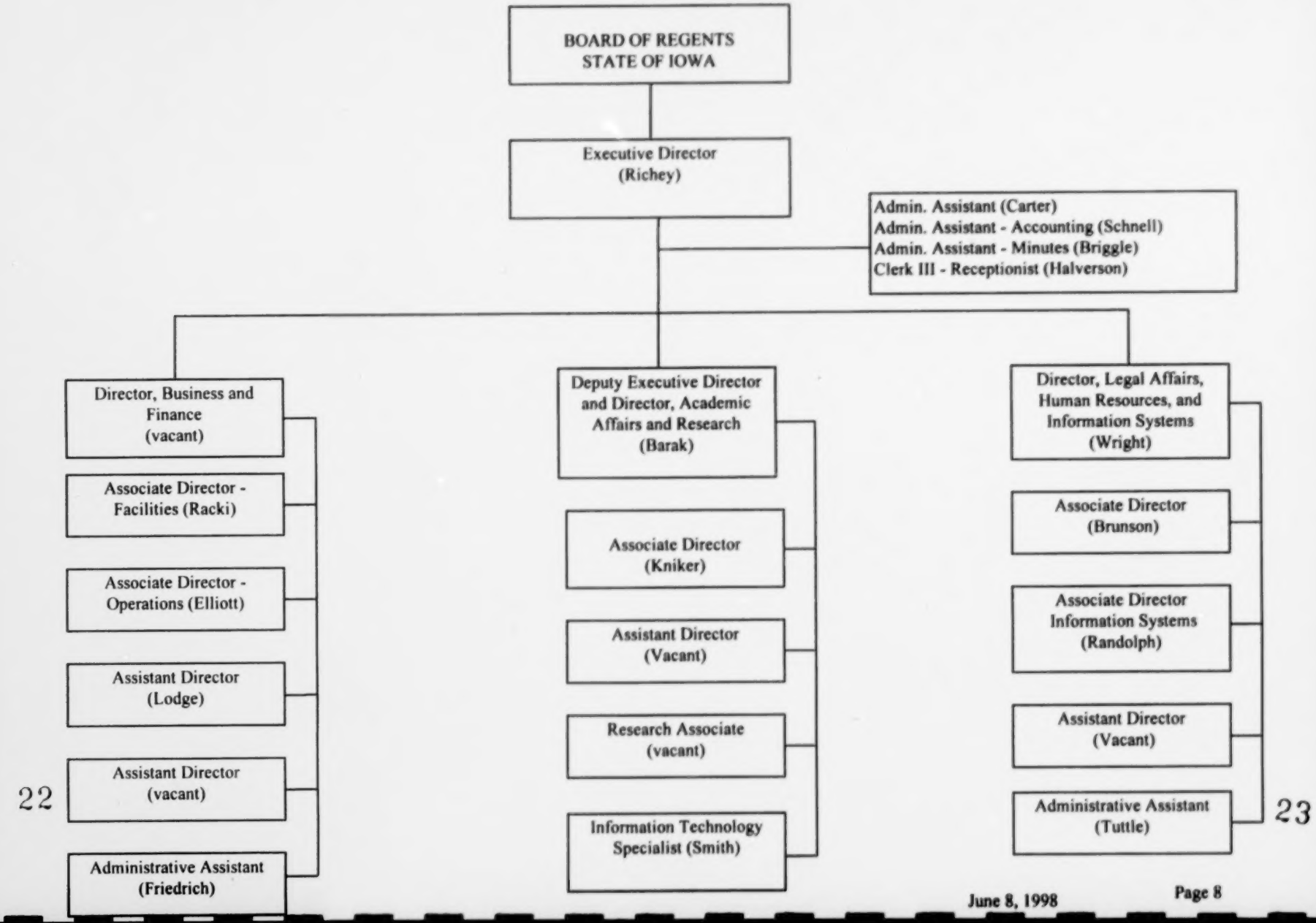

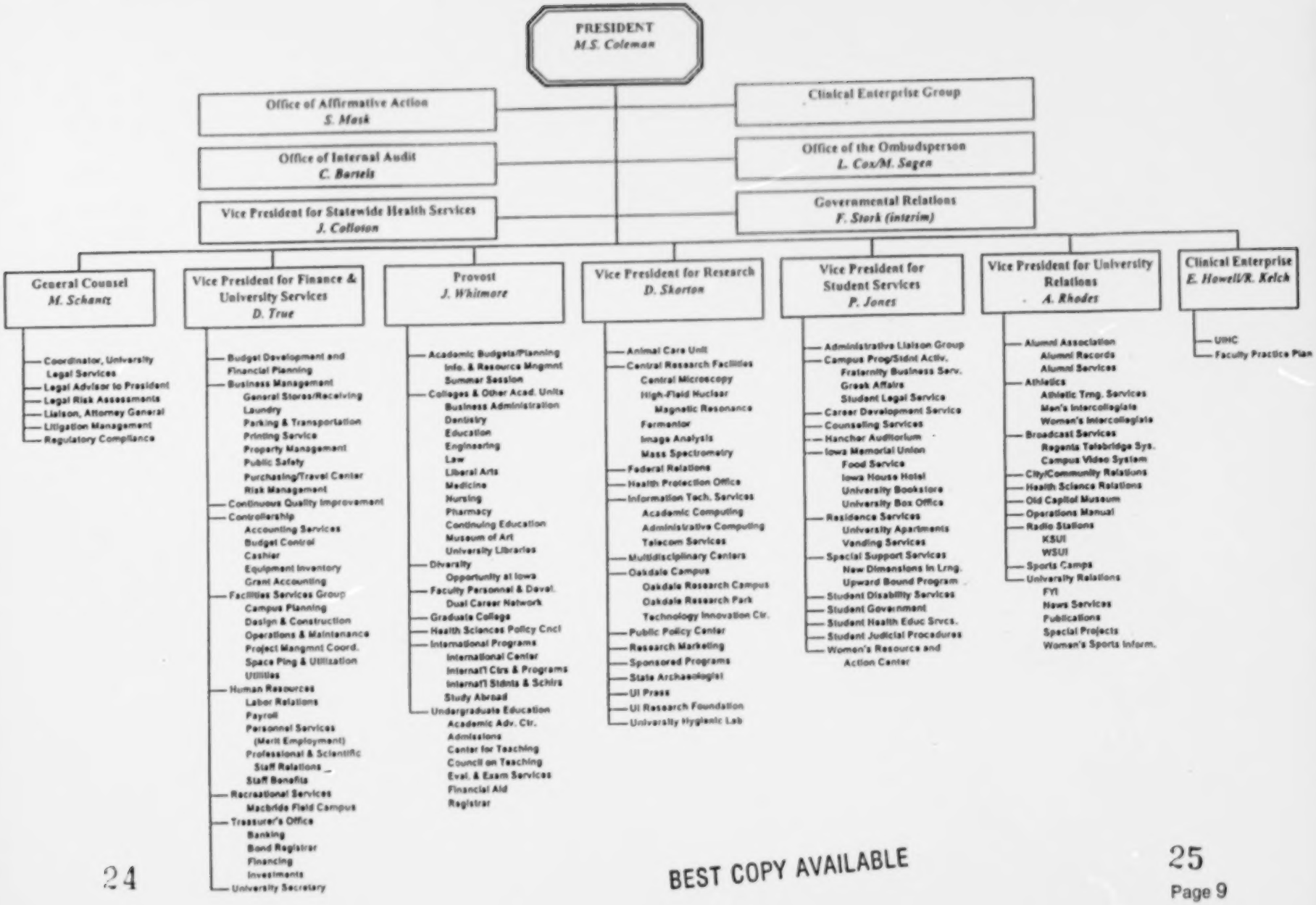

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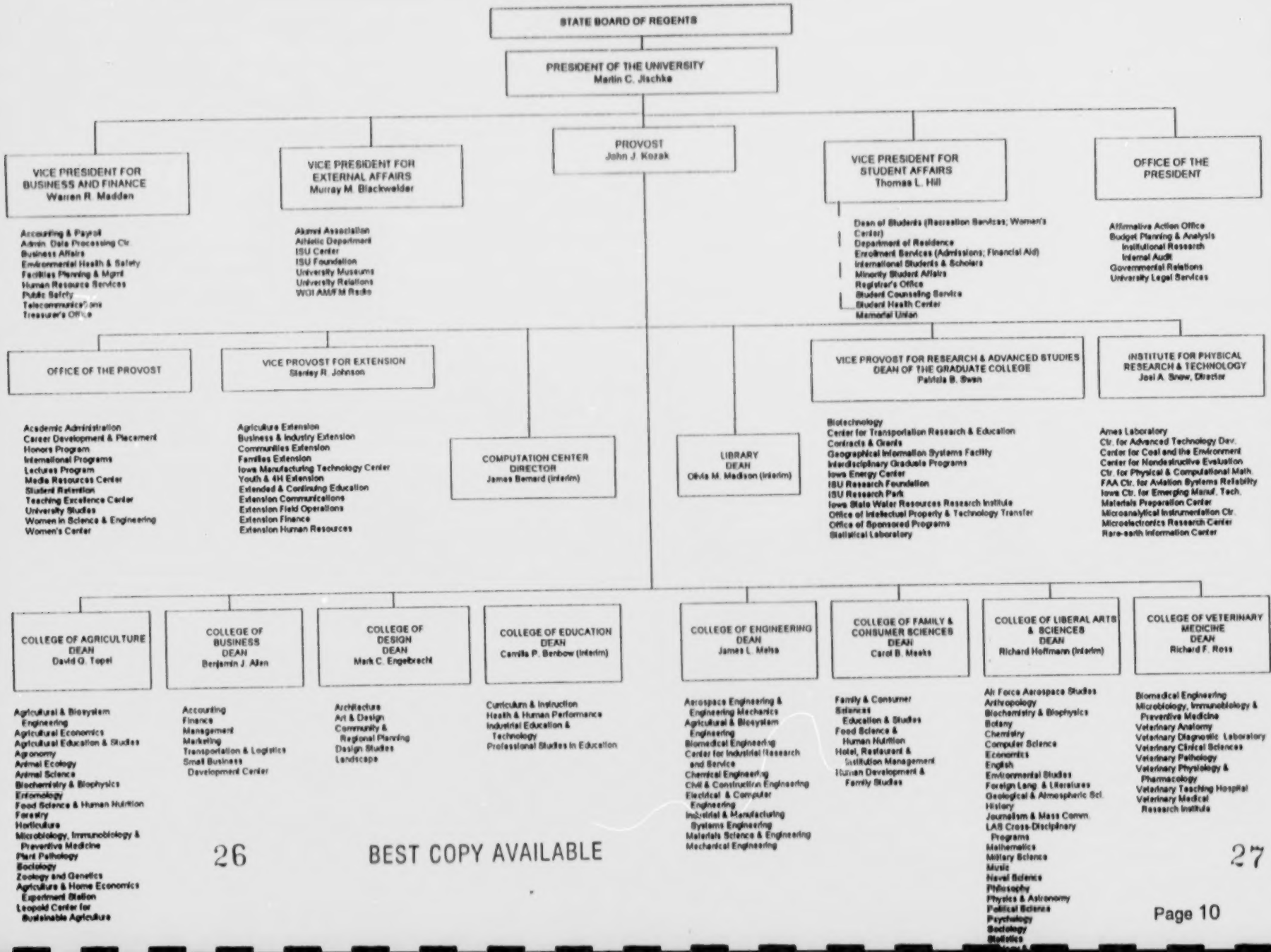
IOWA STATE UNIVERSITY ORGANIZATION CHART



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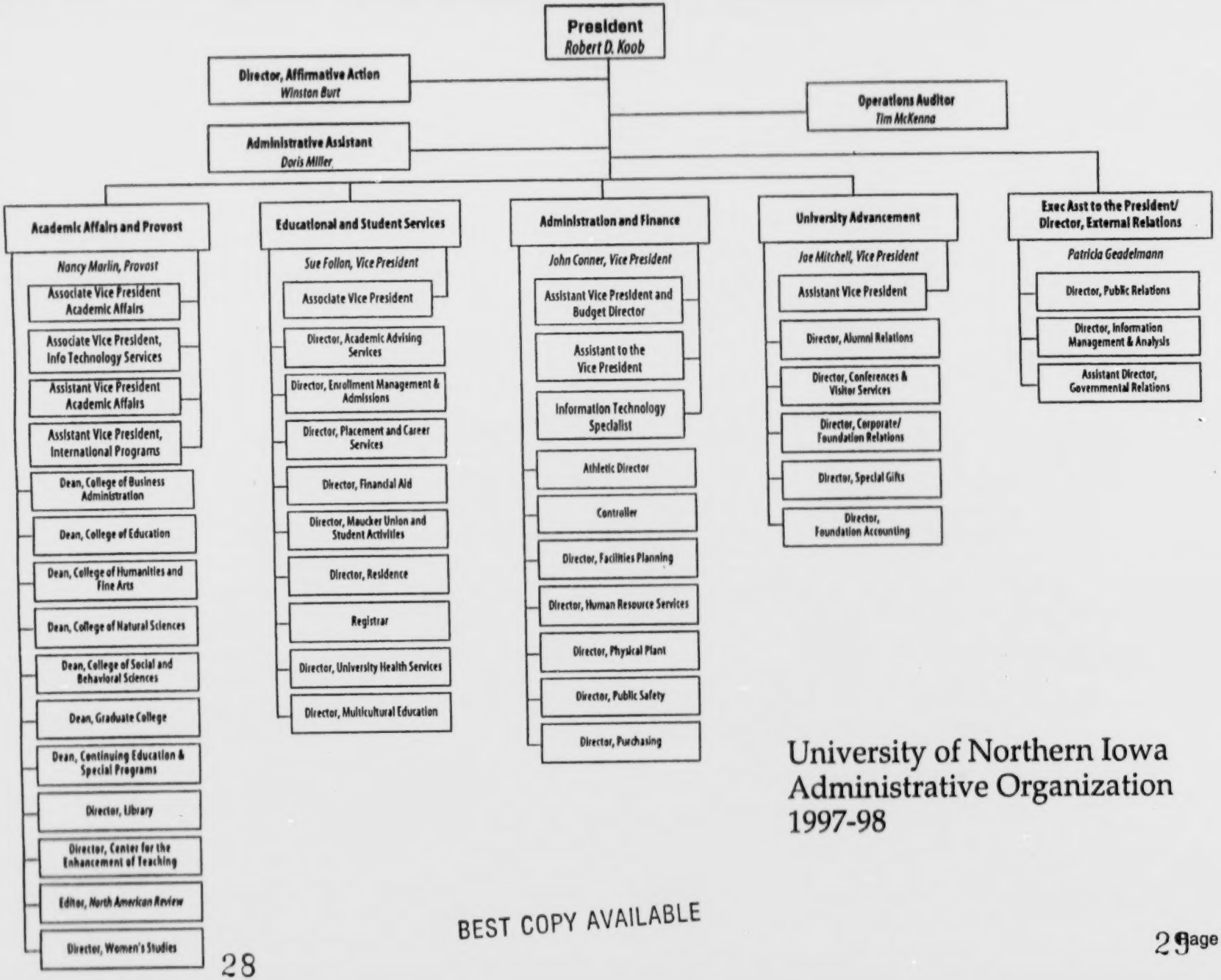

University of Northern Iowa Administrative Organization 1997-98

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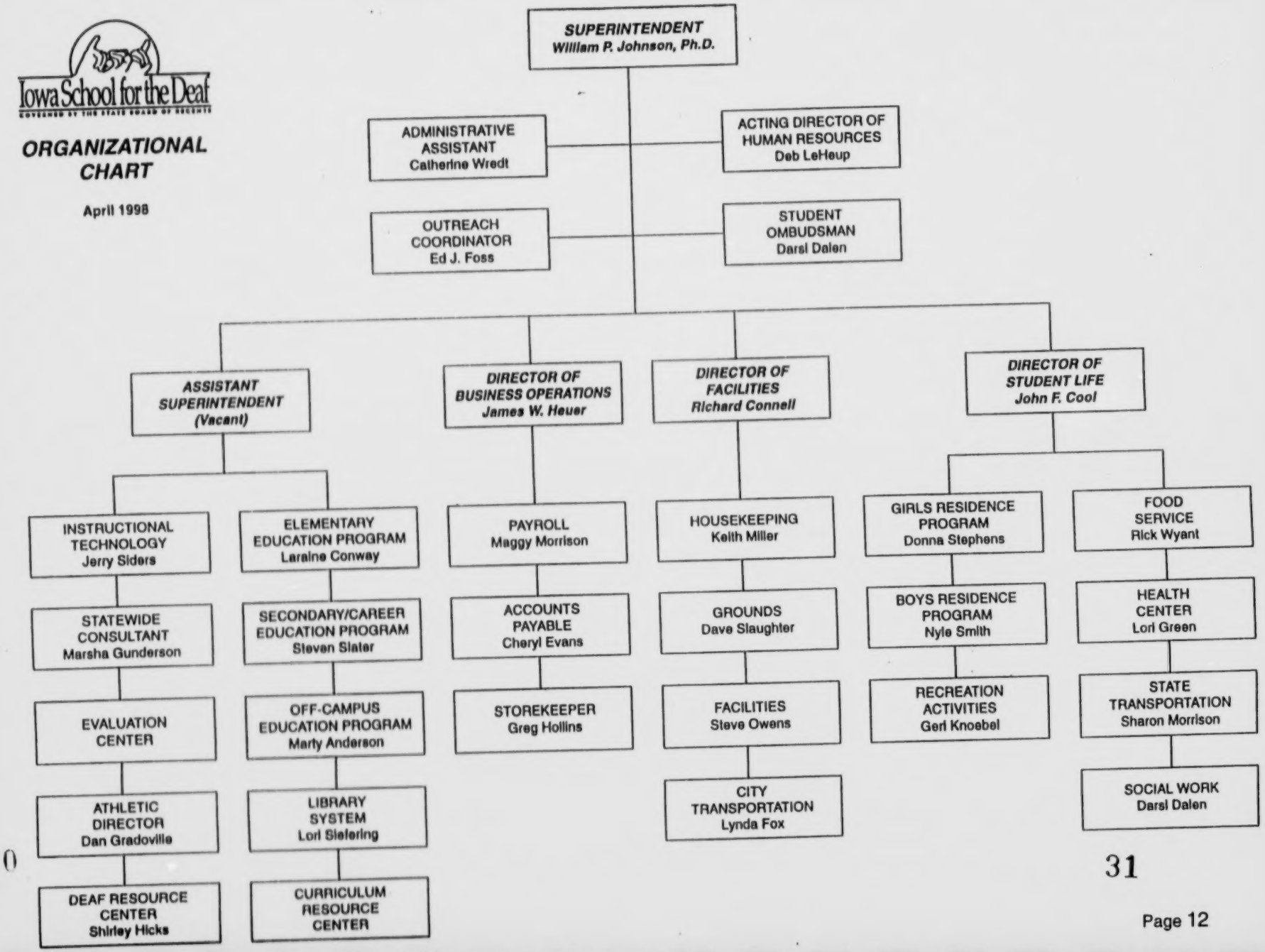
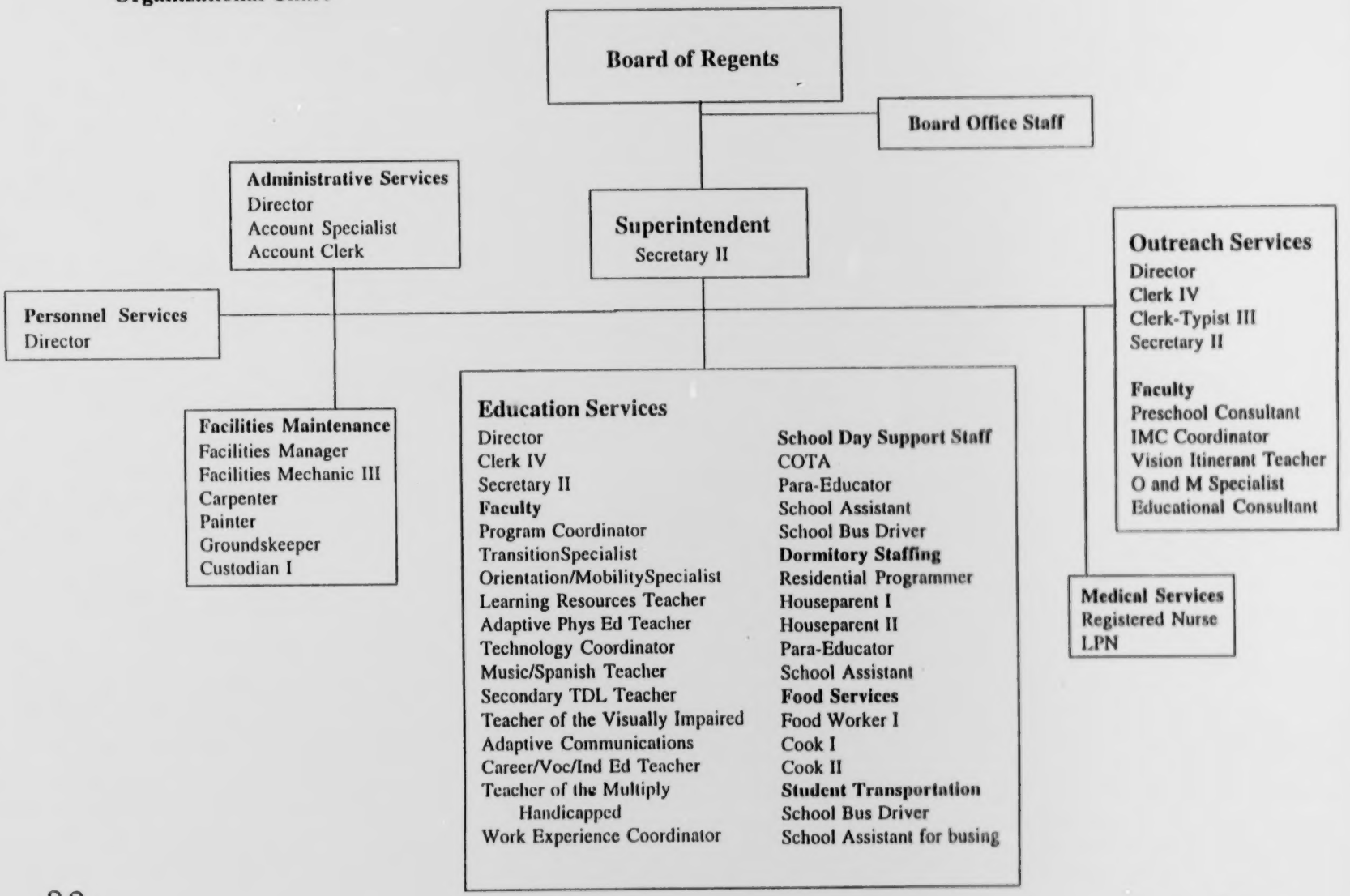
Iowa School for the Deaf
GOVERNED BY THE STATE BOARD OF REGENTS

ORGANIZATIONAL CHART

April 1998



Iowa Braille and Sight Saving School
Organizational Chart



Factors Impacting the Board of Regents and the Regent Universities and Schools

External Factors and Response Options

I. Economic

Changing Economic Conditions

- Cause greater economic pressures on students – larger debt per student
- Affect availability of student aid

Changing Nature of University Research

- Decline in federal funds for research by 2002 (26 percent projected reduction)
- Competition for research funds

Increasing Costs of University Operations

- Funding demands on the university enterprise including economic development

Increasing Competition for State Funds

- Leveraging state money with federal money and private money
- Competition for funds with minimum of red tape

Increasing Competition for Private Giving

- Ask for private money (synergistic process)
- Take advantage of generational transfer of wealth (investing in universities is "immortality issue")

II. Social

Increasing Public Expectations of Universities

- Demand accountability
- Expect quality of life improvement by universities
- Expect that disabled persons will be fully functioning members of the university and community
- Maintain quality graduate education
- Meet higher student expectations
- Expect various external constituencies in conflict to receive mediation and conflict management services
- Expect action on alcohol abuse by students

Shifting of Major Segments of Population

- Higher education sought by more older students (life-long learning)
- Aging population and associated needs and desires
- Prioritization of health care, right-to-die issues, medical advances

Increasing Diversity of Population

- Increasing diversity in age among students
- Increasing cultural and ethnic diversity among students and faculty
- Compare diversity within the state of Iowa versus diversity within the enterprise

III. Technological

Accelerating Advances in Information Technology

- Place complex information demands on students, faculty and staff

Accelerating Advances in Other Technology

- Evolve role of dynamic technology for the delivery of education

IV. Competition for Students and Faculty

Demanding Reform of Undergraduate Education

- Increased competition
- Changing sources of new knowledge
- Maintaining traditional education (liberal arts) in the face of demands for immediately applied skills
- Desire to be student-oriented versus traditional courses/knowledge-oriented, which causes tension
- Hiring at graduation
- Changing requirements of jobs forcing institutional changes
- Demand that four-year undergraduate degree requirements be met
- Balance community colleges, Regent institutions and independent colleges
- Reduce education to the lowest level
- Living, working and coping, which cause stress
- Demand complex changes, as in federal and state laws

Decreasing Number of Available Faculty

- Increasing competition for outstanding faculty

The Competitive Analysis

- Size - independent colleges are small
- The environment of independent colleges
- Financial aid offered by independent colleges
- Surrounding colleges -- Nebraska, Northwest Missouri State
- Prestige of other colleges
- Weather
- Moving away from home
- Dependence on undergraduate, graduate, teaching or research for competitive environment

Establishing a Competitive Advantage

- Balance cost and high quality
- Maintain a strong reputation in many disciplines
- Tout special schools--support services, vocational education, direct communication and intensity of services
- Reduce the importance of institutional status
- Establish a stable environment -- Midwest is good place to live and go to college
- Praise community colleges-cheaper, closer to home, transition to college relationship building with community colleges
- Commit state funds to education (60 percent of state budget)
- Excellent governing structure
- Develop international reputation among Regent institutions in many disciplines with little overlap
- Commit to basic education in Iowa

V. Geographic and Demographic

Becoming a More Global Economy and Society

- Increasing need for global education
- Result in greater dependence on government for existence

Internal Factors and Response Options

I. Institutional Environment

Form consensus among university community in meeting needs

- Emphasize student-centered experiences and quality of education with selected programs and course offerings.

Balance effectiveness and efficiency

- Maintain optimal institutional size for maximum efficiency and effectiveness.

Maintain institutional nimbleness in response to external pressure

Be all things to all people and maintain fundamental quality and soundness

Recognize the role of private interests in public institutions

Be acceptable to the public and to the universities

- Maintain positive institutional values in light of changing societal expectations.
- Undergo appropriate and timely institutional transformation.
- Provide just-in-time services to clients.

Clarify the role of faculty, staff and students in institutional governance

- Continue clarification and articulation of governance roles shared by faculty, staff, and students.

Develop and refine strategic plans with measurable benchmarks and accountability

- Focus on planning and accountability, including: benchmarking outcomes, targeting areas of focus and excellence, total quality improvement, increasing efficiencies and productivity through innovation and creativity.

Change health care environment

Regulate safety, environmental issues and risk management

Maintain quality

Protect the strong integrity of universities

II. Students

Manage enrollment and recruitment objectives: faculty; quality; access; diversity; accountability.

Achieve buy-in on campus by diverse population involved

Changing student needs and expectations

Increasing alcohol abuse by students

Meet increased customer expectations quietly

Make programs accessible and successful to all regardless of disability

Meet the physical demands of students' adverse behavior

- Accommodate student expectations for quality of life, educational objectives, and job preparation.
- Increasing number of higher education students are expected to work while attending college.

Deliver systems-distance learning, collaboration

- Expect a growing need for university offerings through distance learning.
- Expect non-traditional and part-time student numbers to increase at universities.

Increasing importance of students in research efforts

- Accommodate new patterns of learning.
- Ensure that students can graduate in four years.
- Increased financial needs of students will continue to affect student body.
- Promote national recognition by offering high-quality education at relatively low cost.
- Remain competitive for the best academically prepared students through provision of merit-based aid packages.
- Monitor health-care issues for students and employees for cost and quality.
- Increase counseling and supportive services.
- Increased concerns for student safety as the surrounding community grows.
- Improve the aesthetic environment of the university, important for the recruitment of students (particularly those who have abundant options for college.)

III. Curricular

Monitor technology and productivity: Which model? How to measure? Expectations? Funding?

- Anticipate an increase in use of technology at all levels of education.
- Expect an increase in attention to student outcomes and competencies.
- Continue to value the liberal arts in the face of increased vocational expectations of students and parents.

Access and design learning structures for the students

- Transform the learning environment from teaching-centered to learning-centered.
- Respond to the needs of individual learners.
- Continue systematic and rigorous academic program reviews.

Maintain support of research for basic sciences vs. applied science

IV. *Facilities/Equipment*

Replace aging infrastructure and instructional equipment

Aging Buildings

- Deferred maintenance on aging buildings creating a maintenance gap

Deferred maintenance

- Maintain facilities and grounds in the face of aging buildings and limited resources.
- Meet the dilemma of restoration versus new construction.
- Accommodate new equipment and technology.
- Enhance the state of buildings and the adequacy of space for instructional and research purposes, important for recruiting and retaining faculty and staff.
- Upgrade instructional equipment continually, particularly in the sciences.
- Equip classrooms fully to handle state-of-the-art communications for teaching, involving high-speed fiber optical networks essential in every room in every building, including dormitories.
- Increase access to personal computing capability commensurate with curriculum requirements.
- Address increasing demands for distance-learning, serving the growing needs of non-traditional learners throughout Iowa.

V. *Finances*

Address administrative costs in meeting legal and other reporting activities--the cost of doing business

Invest in technology in addition to equipment and infrastructure

- Manage for stable state funding (as a portion of budget).

Reallocate resources- need for carefulness and political astuteness

- Increase emphasis on internal reallocations.

Adjust to federal funding cutbacks

Assure "value" in funded research

Address market-place funding issues

Address discretionary vs. non-discretionary funding

- *Develop the process needed for more discretionary options*
- *Relate to priority setting*
- *Require precision in how money will be spent*

Obtain incremental money for "hard to sell" activities

- Identify new sources of revenue that won't compromise institutional values.
- Maintain strong support of individual donors, seek leadership gifts and recognize foundations and corporations will become more central to fundraising.

Maintain financial health of clinical enterprise at University of Iowa

- Recognize the financial health of the clinical enterprise will be critical to the success of the health sciences and the university as a whole.
- Face the increased faculty pressures of patient care responsibilities while maintaining teaching and research productivity at University of Iowa.
- Managing value and markets will continue as the central focus at University of Iowa and University of Iowa Hospitals and Clinics.
- Retrain and redirect health-care professionals and support staff as necessary changes occur at University of Iowa and University of Iowa Hospitals and Clinics.

VI. Faculty and Staff

Meet the challenge of identifying technical and human resources needed to support quality faculty and staff.

Define the faculty portfolio regarding teaching, research and service

- Develop new faculty models at the universities that define the appropriate balance of transmitting learning, scholarships, research, advising, service, etc.

Define quality and productivity

Maintain productivity to be assured money is used effectively

- Identify appropriate promotion guidelines for faculty and staff, based on performance measures, incentives, and rewards.
- Address critically insufficient diversity in faculty and staff appointments.

Find qualified faculty, staff and administrators in special schools (lack of programs and training)

Continue to evolve contract for faculty education (has evolved from a social contract to a business contract)

- Recruit and retain high-quality faculty and staff by intensifying the competition for faculty in selected disciplines and for minority faculty, and by keeping pace with peer universities in order to maintain and increase competitiveness in salaries and benefits.

Continue professional development of faculty and staff to meet changing needs

- Enhance and create new opportunities for professional development and advancement for both faculty and staff as a result of increasing interdisciplinary work and the quickening pace of technological change.

Develop effective ways of dealing with public pressure regarding tenure

- Implement strategic objectives by using early and phased retirements, and retraining faculty and staff to meet changing needs.

CRITICAL FACTORS FOR SUCCESS

These are factors that the Board of Regents must address in order to succeed in a highly competitive environment.

Maintain the Board of Regents' independence, authority, and governance autonomy as a whole.

Maintain effective and positive relationships with elected officials that flow from the trust of the people of Iowa.

Support and communicate the distinct missions of its five institutions working together to meet the state's needs.

Attract, hire and retain high-quality leadership (e.g., presidents, superintendents, and executive director) and provide a stable management environment.

Assure that the funding base is diverse and consistent with Board's aspiration for institutional excellence, and provide effective accountability and stewardship of resources.

Remain committed to the academic integrity of each institution and to academic freedom.

Evaluate and set standards continuously in the pursuit of quality and excellence, and hold institutions accountable for measurable objectives and outcomes.

Create and support an environment for diversity.

Maintain public understanding and confidence in the Regent enterprise.

Remain committed to anticipating and responding to the changing educational imperatives for Iowa, the nation and the world.

Adopted January 20, 1998
by the Board of Regents

Summary of Key Result Areas (KRAs)

KRA 1.0.0.0 Become the best public education enterprise in the United States.

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

KRA 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity, and ensure equal educational and employment opportunities.

KRA 4.0.0.0 Meet the objectives of the Board and institutional strategic plans, and provide effective stewardship of the institutions' state, federal, and private resources.

Summary of Key Result Areas and Objectives

KRA 1.0.0.0 Become the best public education enterprise in the United States.

Objective 1.1.0.0 Improve the quality of existing and newly created educational programs.

Objective 1.2.0.0 Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and to eliminate impediments to access and retention at Regent institutions.

Objective 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

KRA 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Objective 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

KRA 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective 4.1.0.0 Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.

Objective 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

Objective 4.3.0.0 **Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.**

Objective 4.4.0.0 **Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.**

Strategies and Action Steps

KEY RESULT AREA 1.0.0.0 QUALITY

KRA 1.0.0.0 Become the best public education enterprise in the United States.

Objective 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy 1.1.1.0 Strengthen undergraduate education at each Regent university and educational programs of the special schools.

Action Step 1.1.1.1 Increase the percentage of undergraduate courses taught by senior faculty.

Action Step 1.1.1.2 Ensure class size is appropriate for subject matter being taught.

Action Step 1.1.1.3 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports.

Action Step 1.1.1.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.

Action Step 1.1.1.5 Each institution develop and implement English-language proficiency standards for all teaching assistants.

Action Step 1.1.1.6 Each university assess the quality of undergraduate students in the enrollment report.

Action Step 1.1.1.7 Special schools report to the Board annually on student outcomes.

Strategy 1.1.2.0 Strengthen the quality of graduate and professional education at Regent institutions within the unique mission of each institution.

Action Step 1.1.2.1 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports.

Action Step 1.1.2.2 Focus graduate programs to conform to unique missions of each university.

Action Step 1.1.2.3 Recruit an outstanding, strong faculty to foster intellectual vitality for graduate programs.

Action Step 1.1.2.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.

Action Step 1.1.2.5 Each institution report on the percentage of professional students that pass licensing exams and exceed national or state average (as appropriate).

Action Step 1.1.2.6 Each university report on the quality of professional and graduate students in the appropriate governance report.

Strategy 1.1.3.0 Include meritorious teaching in reward structure relating to salary increases, promotions, tenure, and professional development leaves.

Action Step 1.1.3.1 Implement and maintain faculty portfolios at Regent universities.

Action Step 1.1.3.2 Report data in the relevant governance reports and presentations to the Board.

Strategy 1.1.4.0 Strengthen research, creative work, and service by the Regent institutions.

Action Step 1.1.4.1 Each university enhance its research efforts consistent with its mission.

Action Step 1.1.4.2 Each university increase sponsored research consistent with its mission.

Action Step 1.1.4.3 Each institution increase its service to Iowans, nation, and world.

Objective 1.2.0.0 Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.

Strategy 1.2.1.0 Assure the funding base is diverse and consistent with the Board's aspirations for institutional excellence.

Action Step 1.2.1.1 Each institution maintain the confidence and support of the public by utilizing existing financial resources efficiently and effectively.

Action Step 1.2.1.2 Continue the Board's long-standing practice of seeking state appropriations annually at a level at least 3 percentage points above growth in the Higher Education Price Index (HEPI).

Action Step 1.2.1.3 Establish tuition and fees annually not only to keep pace with HEPI but to support aspirations for excellence.

Action Step 1.2.1.4 Each institution increase funding from private sources.

Action Step 1.2.1.5 Within context of mission, each institution increase external grants and contracts for research.

Action Step 1.2.1.6 Seek appropriate funding for capital improvement needs, including external gifts and grants.

Action Step 1.2.1.7 Reallocate an average of 2 percent general funds annually.

Strategy 1.2.2.0 Continue flexibility of the Board and institutions to utilize funds to maintain and achieve competitiveness.

Action Step 1.2.2.1 Ensure appropriations are provided to the Board and institutions on a broad institutional basis rather than through line items.

Action step 1.2.2.2 Maintain efforts to ensure that program directions are not included in appropriations language.

Action step 1.2.2.3 Preserve efforts to exclude funding outside of state general fund or state infrastructure fund in the appropriations bills.

KEY RESULT AREA 2.0.0.0 ACCESS

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and eliminate impediments to access and retention at Regent institutions.

Strategy 2.1.1.0 Analyze and, where appropriate, make recommendations to increase access and retention at Regent institutions.

Action Step 2.1.1.1 Annually assess access to Regent institutions.

Action Step 2.1.1.2 Develop and implement effective strategies for retention of students.

Action Step 2.1.1.3 Implement policy on distance education.

Action Step 2.1.1.4 Evaluate differential tuition policy for distance education.

Action Step 2.1.1.5 Raise the percentage of Iowans possessing baccalaureate degrees to the national average.

Strategy 2.1.2.0 Increase access to Regent institutions through marketing strategies for each institution.

Action Step 2.1.2.1 Develop and implement effective marketing strategies.

Action Step 2.1.2.2 Increase collaboration and cooperation with other sectors of postsecondary education in marketing efforts.

Objective 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

Strategy 2.2.1.0 Conduct targeted needs assessment in specific program areas and offer educational opportunities.

Action Step 2.2.1.1 Develop recommendations for ongoing assessment of distance education needs in Iowa.

Action Step 2.2.1.2 Explore collaboration with business, industry, Workforce Development, and other agencies and organizations and prepare a report with recommendations.

Action Step 2.2.1.3 Increase distance enrollment substantially.

Strategy 2.2.2.0 Recognize the need of all Iowans for access to services provided by Regent institutions including health care services, extension, and services provided by the special schools.

Action Step 2.2.2.1 Advocate for resources needed to provide services.

Action Step 2.2.2.2 Delegate to President and leadership of the Clinical Enterprise authority to take actions to ensure access of Iowans to Iowa's comprehensive, tertiary health care center.

Action Step 2.2.2.3 As trustees of the University of Iowa Hospitals and Clinics, the Board receive comprehensive reports on the Clinical Enterprise.

Action Step 2.2.2.4 Monitor actions taken by SUI leadership to comply with the charge of the Board relative to Clinical Enterprise.

Action Step 2.2.2.5 Delegate to President and leadership of the extension program authority to take actions to ensure access of Iowans to Iowa's extension services.

Action Step 2.2.2.6 Assess adequacy of access to appropriate research and services.

Action Step 2.2.2.7 Encourage development of strategic alliances to increase access to services as measured by annual reports of individuals served.

KEY RESULT AREA 3.0.0.0 DIVERSITY

KRA 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Objective 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Strategy 3.1.1.0 Perform annual review of the climate for diversity and the issue of educational and employment opportunity.

Action Step 3.1.1.1 Prepare recommendations to the Board of Regents to improve the climate for diversity and equal opportunity.

Action Step 3.1.1.2 Review Board policies, documents, and governance reports related to equal opportunity and diversity.

Action Step 3.1.1.3 Review relevant case law and statutes relating to equal opportunity.

Action Step 3.1.1.4 Collect and review peer group policies and practices.

Strategy 3.1.2.0 Develop and review governance processes and reports for impact on equal opportunity.

Action Step 3.1.2.1 Review the Board's mechanisms for monitoring progress, policies, and practices relating to diversity and equal opportunity.

Action Step 3.1.2.2 Review the timing of equal opportunity governance reports.

Action Step 3.1.2.3 Include information on diversity in all relevant governance reports.

Action Step 3.1.2.4 Analyze the completed governance reports for their diversity implications.

KEY RESULT AREA 4.0.0.0 ACCOUNTABILITY

KRA 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective 4.1.0.0 Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.

Strategy 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the Board and institutional strategic plans.

Action Step 4.1.1.1 Develop and disseminate common institutional budget requests in an approved format for Board Office review.

Action Step 4.1.1.2 Prepare for the Board a review and recommendations of preliminary institutional operating budget proposals.

Action Step 4.1.1.3 Refine final recommendations for the Board of Regents regarding preliminary institutional operating budgets.

Action Step 4.1.1.4 Prepare recommendations for the Board on final detailed annual budgets.

Action Step 4.1.1.5 Approve all budget-ceiling increases.

Action Step 4.1.1.6 Prepare and recommend to the Board the appropriation requests for next fiscal year/biennium.

Strategy 4.1.2.0 Annually examine outcomes of strategic plan initiatives and resource investment to verify the level of achievement of strategic plans.

Action Step 4.1.2.1 Review and analyze progress on and modification of strategic plans from each institution for Board consideration.

Action Step 4.1.2.2 Review comprehensive fiscal report for prior year.

Action Step 4.1.2.3 Review institutional update of five-year strategic plans and present changes to Board of Regents for approval.

Objective 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

Strategy 4.2.1.0 Establish an ongoing program and plan to improve operational efficiency and effectiveness.

Action Step 4.2.1.1 Each institution develop a schedule of reviews for all academic and non-academic units covering a 7-year period.

Action Step 4.2.1.2. Evaluate each unit's efforts at achieving greater efficiency and effectiveness in operations and procedures.

Action Step 4.2.1.3 Re-engineer processes as appropriate to improve efficiency and effectiveness.

Action Step 4.2.1.4 Each institution provide the Board of Regents with an annual report on increased efficiency and effectiveness.

Objective 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

Strategy 4.3.1.0 Adopt standards for preserving usefulness of facilities.

Action Step 4.3.1.1 Review and recommend needed changes to the maintenance standards of basic building and infrastructure integrity to avoid deferred maintenance.

Action Step 4.3.1.2 Review and recommend needed changes to the standards for avoiding functional obsolescence of facilities.

Action Step 4.3.1.3 Review and recommend needed changes to the standards for meeting fire and environmental safety requirements.

Strategy 4.3.2.0 Review annual budgets for adequacy in meeting operation and maintenance standards.

Action Step 4.3.2.1 Review and recommend changes in the institutional building repair budget allocation.

Action Step 4.3.2.2 Review and recommend changes in the institutional equipment budget allocation.

Action Step 4.3.2.3 Review and recommend changes in the institutional physical plant operation and maintenance.

Strategy 4.3.3.0 Seek additional funds to preserve and expand facilities and equipment.

Action Step 4.3.3.1 Review and recommend a list of capital needs for each institution in priority order, including funding.

Action Step 4.3.3.2 Develop matrix of all funds, capital expenditures and compare year-to-year trends.

Action Step 4.3.3.3 Review and recommend program for use of self-liquidating revenue bonds to build enterprise facilities.

Objective 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Strategy 4.4.1.0 Implement an annual comprehensive communications program with elected officials and the residents of Iowa.

Action Step 4.4.1.1 Review existing data sources and measures of public understanding and confidence in the Board of Regents to identify common data elements desired.

Action Step 4.4.1.2 Develop processes to collect desired data on an annual basis utilizing existing institutional processes to the extent possible and initiating new processes as needed.

Action Step 4.4.1.3 Analyze findings and develop plans to targeted audiences (e.g., elected officials and general public) designed to improve understanding and increase confidence.

Strategy 4.4.2.0 Increase cooperation and collaboration among the Regent institutions and with other educational agencies, including community colleges and independent colleges and universities.

Action Step 4.4.2.1 Identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board.

Action Step 4.4.2.2 Develop recommendations for joint/common budget initiatives as part of the annual legislative agenda.

Action Step 4.4.2.3 Explore opportunities for partnership among the Regent institutions and with other sectors of education.

Action Step 4.4.2.4 Explore opportunities for collaboration between the special school programs and LEA's, AEA's, and other state agencies that are providing programs/services to individuals between the ages of 0-22 years.

BOARD OF REGENTS
STATE OF IOWA

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy: 1.1.1.0 Strengthen undergraduate education at each Regent university and educational programs of the special schools.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.1.1 Increase the percentage of undergraduate courses taught by senior faculty.	Presidents	Ongoing	Annually		MGT measures 1-4 are already reported in a governance report on faculty productivity and/or institutional strategic plans. MGT #1 reports the percentage of undergraduate student credit hours taught by tenure/tenure track faculty at SUI and UNI. MGT #2 is the percentage of senior faculty teaching undergraduates at SUI. MGT #3 reports the percentage of introductory courses taught by senior faculty at ISU and UNI. MGT #4 is the percentage of senior faculty teaching at least one undergraduate course per academic year at ISU.
1.1.1.2 Ensure class size is appropriate for subject matter being taught.	Presidents	Ongoing	Ongoing		Incorporate into appropriate governance report.

1.1.1.3 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports.	Presidents	March 1998	Ongoing		Results to be summarized in the annual governance report on Program Review. Same as 1.1.2.1.
1.1.1.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.	Presidents	Ongoing	Annually		Some of MGT measures 5-9 are included in the institutional strategic plans (ISU and SUI). (Same as 1.1.2.4.) MGT #5 reports the percentage of faculty using instructional technology at SUI and UNI. Measure #6 is the number of general assignment technology-equipped classrooms at SUI. MGT #7 is the percentage of class sections in which computers are used as an integral part at ISU. MGT #8 reports the percentage of faculty who use computers at ISU. MGT #9 describes the percentage of students with technology accessibility as part of their Individualized Education Plan at the special schools.
1.1.1.5 Each institution develop and implement English language proficiency standards for all teaching assistants.	Presidents	Ongoing	Each semester		Iowa Code 262.9(25). Process should include oral as well as written examinations of English proficiency.
1.1.1.6 Each university report on the quality of undergraduate students in the enrollment report.	Presidents	Fall 1998	Annually		Results to be summarized in the annual governance report on enrollments (Part II).
1.1.1.7 Special schools report to the Board annually on student outcomes.	Superintendents	Ongoing	Annually		MGT # 10 reports on special school student outcomes. Results to be reported with annual strategic planning report.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy: 1.1.2.0 Strengthen the quality of graduate and professional education at Regent institutions within the unique mission of each institution.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.2.1 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports.	Presidents	March 1998	Ongoing		Results to be summarized in the annual governance report on Program Review. (Same as 1.1.1.3.)
1.1.2.2 Focus graduate programs to conform to unique missions of each university.	Presidents	Ongoing	Ongoing		
1.1.2.3 Recruit an outstanding, strong faculty to foster intellectual vitality for graduate programs.	Presidents	Ongoing	Ongoing		Can be included in governance reports on salaries and tenure.
1.1.2.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.	Presidents	Ongoing	Ongoing		Some of MGT measures 5-8 are reported in the institutional strategic plans (ISU and SUI). (Same as 1.1.1.4.) MGT #5 reports the percentage of faculty using instructional technology at SUI and UNI. Measure #6 is the number of general assignment technology-equipped classrooms at SUI. MGT #7 is the percentage of class sections in which computers are used as an integral part at ISU. MGT #8 reports the

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					percentage of faculty who use computers at ISU.
1.1.2.5 Each institution report on the percentage of professional students that pass licensing exams and exceed national or state average (as appropriate).	Presidents	March 1999	Ongoing		MGT measure 12 reports the percentage of professional students passing licensure examinations for each university. Most recent results will be reported for programs (as appropriate) as a part of the governance report on program review that includes student outcomes assessment.
1.1.2.6 Each university report on the quality of professional and graduate students in the appropriate governance report.	Presidents	Fall 1998	Annually		MGT measure 11 covers the average GRE composite score of entering graduate students at the three universities. Results to be summarized in the annual governance report on enrollments (Part II).

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy: 1.1.3.0 Include meritorious teaching as part of the reward structure relating to salary increases, promotion, tenure, and professional development leaves.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.3.1 Implement and maintain faculty portfolios at Regent universities.	Presidents	May 1998	Ongoing		Guidelines being implemented at each university as part of the faculty portfolio process.
1.1.3.2 Report data in the relevant governance reports and presentations to the Board.	Presidents	Ongoing	Ongoing		Governance reports on salaries, tenure and promotions, and professional development assignments.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy: 1.1.4.0 Strengthen research, creative work, and service by the Regent institutions.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.4.1 Each university enhance its research efforts consistent with its mission.	Presidents	Immediately	Ongoing		MGT Performance measures 17-23 can be reported in each annual strategic planning report consistent with institutional missions. MGT #17 describes the relevant annual publication indices of SUI. MGT #18 performs the same in relevant citation indices at SUI. MGT #19 reports the number of intellectual property disclosures at SUI. MGT #20 is the percentage of ISU faculty having one scholarly work published during the past three years. MGT #21 considers the percentage of ISU faculty that are principal or co-principal investigators. MGT #22 considers the number of new technologies licensed by ISU. MGT #23 reports the number of ISU's new licenses generating revenues and total revenues generated.

1.1.4.2 Each university increase sponsored research consistent with its mission.	Presidents	Immediately	Ongoing		Some of MGT Performance Measures 13-16 are reported in SUI and ISU's strategic plans, and some in Technology Transfer Economic Development Report (SUI, ISU, UNI). MGT #13 reports the sponsored funding per year at SUI and ISU. MGT #14 is the number of external funding proposals submitted by SUI per year. MGT #15 reports the percentage of faculty as principal or co-principal investigators at ISU. MGT #16 is the sponsored funding per faculty member at ISU.
1.1.4.3 Each institution increase its service to Iowans, nation, and world.	Presidents and Superintendents	Immediately	Ongoing		MGT #24, the number of non-degree enrollments at SUI, is reported in the SUI strategic plan and in the State Extension And Continuing Education Council report. MGT #25, the number of sites served by Hancher programming, and #26, the number of annual visits to SUI health science centers, are reported only in the SUI strategic plan. MGT #27, the enrollment in credit/noncredit courses offered through extended and continuing education, and #28, the number of extension clients served, are reported in the ISU plan and/or State Extension and Continuing Education Council report. UNI reports on #29, the availability of off-campus courses, in its strategic plan.

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BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.2.0.0 Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.

Strategy: 1.2.1.0 Assure that the funding base is diverse and is consistent with the Board's aspirations for institutional excellence.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.2.1.1 Maintain the confidence and support of the public by each institution utilizing existing financial resources efficiently and effectively.	Presidents and Superintendents	Ongoing on specific schedule	Ongoing		Included in appropriate governance reports. (See also KRA 4.0.0.0 on pages 56 to 66.)
1.2.1.2 Continue the Board's long-standing practice of seeking state appropriations annually at a level at least 3 percentage points above growth in the Higher Education Price Index (HEPI).	Board	Ongoing	Annually (every Sept.)		MGT #31 reports the state appropriations request relative to HEPI. Additional funding is required to achieve Board's aspirations for excellence.
1.2.1.3 Establish tuition and fees annually not only to keep pace with HEPI but support aspirations for excellence.	Board	Ongoing	Annually		This is consistent with policy adopted 12/18/97. Reported in annual tuition memo. MGT #32 considers the growth in undergraduate tuition and fees relative to HEPI and CPI.

1.2.1.4 Each institution increase funding from private sources.	Presidents and Superintendents	Ongoing	Ongoing		Currently reported annually in Affiliated Organizational Governance Reports and/or part of budgeting process. MGT #33 reports the number of annual contributors and dollar value of contributions and should be reported by all institutions. SUI and UNI currently report this in their strategic plans.
1.2.1.5 Within context of mission, each institution increase external grants and contracts for research.	Presidents and Superintendents	Ongoing	Ongoing		Currently reported in Technology Transfer Governance Report, in the strategic plans of SUI and ISU, and monthly reports on gifts and grants. MGT #34 is the SUI and ISU report of external grants and contracts.
1.2.1.6 Seek appropriate funding for capital improvement needs, including external gifts and grants.	Executive Director, Presidents, and Superintendents	Ongoing	Ongoing		Monitored by Board of Regents. Reported in 5-year capital plans and annual capital requests. (See also 4.3.3.1 on page 64.)
1.2.1.7 Reallocate an average of 2 percent general funds annually.	Presidents and Superintendents	Ongoing	Through FY 2001		Incorporated in institutional budgeting process. MGT #30 reports the percentage of resources reallocated annually. (See also KRA 4.0.0.0 on pages 56 to 66.)

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.2.0.0 Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.

Strategy: 1.2.2.0 Continue flexibility of the Board and institutions to utilize funds to maintain and achieve competitiveness.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.2.2.1 Ensure appropriations are provided to the Board and institutions on a broad institutional basis rather than through line items.	Executive Director, Presidents, Superintendents	Ongoing	Ongoing		Flexibility in use of funding increases the effectiveness and efficiency in use of funds by institutions.
1.2.2.2 Maintain efforts to ensure that program directions are not included in appropriations language.	Board, Executive Director, Presidents, and Superintendents	Ongoing	Ongoing		Intrudes upon Board's governance authority as set forth in Iowa Code chapter 262.
1.2.2.3 Preserve efforts to exclude funding outside of state general fund or state infrastructure fund in the appropriations bills.	Board, Executive Director, Presidents, and Superintendents	Ongoing	Ongoing		Would impose intrusive bureaucratic procedures on the Board and institutions resulting in delays, loss of ability to compete nationally for grants and contracts. Would reduce entrepreneurial spirit in the institutions in attracting outside funding, resulting in a major loss of quality in research, services, and instruction at the institutions. Would result in significant increase in responsibility of state to provide appropriations to the institutions.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective: 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and to eliminate impediments to access and retention at Regent institutions.

Strategy: 2.1.1.0 Analyze, and where appropriate, make recommendations to increase access and retention to Regent institutions.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.1.1.1 Annually assess access to Regent institutions.	Executive Director and Presidents	Ongoing	Ongoing		Currently included in annual reports on enrollments, distance education, student aid, State Extension and Continuing Education Council, retention reports and Graduate/Regional Centers. MGT #36 would report the fall enrollment by level, age and residency at each university. MGT #37 reports the number and dollar value of resident undergraduates receiving financial aid (need and non-need based).
2.1.1.2 Develop and implement effective strategies for retention of students.	Presidents	Ongoing	November Annually		Contained in Retention report
2.1.1.3 Implement policy on distance education.	Presidents and Superintendents	October 1997	Ongoing		Currently progress is reported in annual governance reports on distance education and the State Extension And Continuing Education Council. First progress report due October 1998.

2.1.1.4 Evaluate differential tuition policy for distance education.	Executive Director	January 1998	July 1998		
2.1.1.5 Raise the percentage of Iowans possessing baccalaureate degrees to the national average.	Board, Executive Director, and Presidents	Ongoing	Ongoing		The goal requires development of opportunities by the state for holders of baccalaureate degrees to remain in the Iowa economy.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective: 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and eliminate impediments to access and retention at Regent institutions.

Strategy: 2.1.2.0 Increase access to Regent institutions through marketing strategies for each institution.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.1.2.1 Develop and implement effective marketing strategies.	Presidents, Superintendents	February 1998	Ongoing		Currently measured by student enrollment and retention reports.
2.1.2.2 Increase collaboration and cooperation with other sectors of postsecondary education in marketing efforts.	Executive Director and Presidents	Underway	Ongoing		Joint effort currently underway with Iowa Coordinating Council for Post-High School Education and Iowa Association of College Presidents relative to out-of-state students. Other joint efforts with independent colleges and universities and community colleges could involve articulation and other collaborative programs. Reporting is contained in regular reports of the Coordinating Council, articulation, and retention reports.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective: 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

Strategy: 2.2.1.0 Conduct targeted needs assessment in specific program areas and offer educational opportunities.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.2.1.1 Develop recommendations for ongoing assessment of distance education needs in Iowa.	Executive Director and Presidents	February 1998	October 1998 and annually thereafter.		In October 1997, the Board asked the universities to have appropriate staff prepare a strategic plan to implement the distance education policy.
2.2.1.2 Explore collaboration with business, industry, Workforce Development, and other agencies and organizations and prepare a report with recommendations.	Executive Director and Presidents	February 1998	July 1998		See ACCESS Education Commission's recommendations and Workforce and Business Council's Strategic Plans for areas to be explored.
2.2.1.3 Increase distance enrollment substantially.	Presidents	January 1998	October 2003		To be reported annually in State Extension And Continuing Education Council report. MGT #38 includes the off-campus student enrollment in degree program offered through distance education at the three universities.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective: 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

Strategy: 2.2.2.0 Recognize the need of all Iowans for access to services provided by Regent institutions including health care services, extension, and services provided by the special schools.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.2.2.1 Advocate for resources needed to provide services.	Executive Director, President, and Superintendents	Ongoing	Ongoing		Currently provided in Board of Regents budget request and legislative program.
2.2.2.2 Delegate to President and leadership of the Clinical Enterprise authority to take actions to ensure access of Iowans to Iowa's comprehensive, tertiary health care center.	SUI President	Ongoing	Quarterly		The university is engaged in various planning and management activities designed to achieve action.
2.2.2.3 As trustees of the University of Iowa Hospitals and Clinics, the Board receive comprehensive reports on the Clinical Enterprise.	Board	Ongoing	Quarterly		Part of the docket quarterly.
2.2.2.4 Monitor actions taken by SUI leadership to comply with the charge of the Board relative to Clinical Enterprise.	Executive Director	Ongoing	Ongoing		The Board liaison group will meet periodically.

2.2.2.5 Delegate to President and leadership of the extension program authority to take actions to ensure access of Iowans to Iowa's extension services.	ISU President	Ongoing	Annually		The university is engaged in various planning and management activities designed to achieve action. ISU President reports to the Board at least annually.
2.2.2.6 Assess adequacy of access to appropriate research and services.	Presidents and Superintendents	Ongoing	Annually		Currently provided in annual and quarterly governance reports and strategic plans.
2.2.2.7 Encourage development of strategic alliances to increase access to services as measured by annual reports of individuals served.	Executive Director, Presidents, and Superintendents	Ongoing	Annually		Currently provided in various governance reports from universities, special schools, and UIHC.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Objective: 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Strategy: 3.1.1.0 Perform annual review of the climate for diversity and the issue of educational and employment opportunity.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
3.1.1.1 Prepare recommendations to the Board of Regents to improve the climate for diversity and equal opportunity.	Executive Director, Presidents, and Superintendents	February 1998	May 1998 and annually thereafter		
3.1.1.2 Review Board policies, documents, and governance reports related to equal opportunity and diversity.	Executive Director	February 1998	May 1998 and annually thereafter		
3.1.1.3 Review relevant case law and statutes relating to equal opportunity.	Executive Director and University Counsels	February 1998	May 1998 and annually thereafter		Presentations to be given by appropriate institutional officials and Attorney General's office.
3.1.1.4 Collect and review peer group policies and practices.	Executive Director, Presidents, and Superintendents	January 1998	April 1998 and annually thereafter		

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Objective: 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Strategy: 3.1.2.0 Develop and review governance processes and reports for impact on equal opportunity.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
3.1.2.1 Review the Board's mechanisms for monitoring progress, policies, and practices relating to diversity and equal opportunity.	Board, Executive Director, Presidents, and Superintendents	January 1998	May 1998		
3.1.2.2 Review the timing of equal opportunity governance reports.	Executive Director	January 1998	May 1998		
3.1.2.3 Include information on diversity in all relevant governance reports.	Executive Director, Presidents, and Superintendents	December 1998	Ongoing		MGT #39-40 are already in governance reports. MGT #39 (the percentage of student body, faculty, and staff that are minority) is to be reported by each university. ISU reports in strategic planning. MGT #40 (retention and graduation of minority undergraduates) will be reported in the three universities' strategic planning reports.
3.1.2.4 Analyze the completed governance reports for their implications for diversity.	Executive Director	Ongoing	Annually		

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.1.0.0 Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.

Strategy: 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the Board and institutional strategic plans.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.1.1.1 Develop and disseminate common institutional budget requests in an approved format for Board Office review.	Executive Director, Presidents, and Superintendents	March	Ongoing		This is present policy and relates to the annual detailed operating budgets.
4.1.1.2 Prepare for the Board a review and recommendations of preliminary institutional operating budget proposals.	Executive Director	April	May/Annually		While the institutions start actual budget development earlier than April, they submit budgets to the Board Office after the legislative session and without full knowledge of the Governor's intent on appropriation bills. Operating budgets come to the Board in May with preliminary proposals from the universities for budget policies for the upcoming year. These proposals are reviewed by the Board Office and recommendations made. Proposed budgets are reviewed for consistency with Board and

					institutional policies and strategic plans.
4.1.1.3 Refine final recommendations for the Board of Regents regarding preliminary institutional operating budgets.	Executive Director	May	June/Annually		The institutions and Board Office refine their proposed preliminary budgets. These policies are to be embodied in the detailed operating budgets for the coming fiscal year if approved by the Board.
4.1.1.4 Prepare recommendations for the Board on final detailed annual budgets.	Executive Director	June	July/Annually		Once preliminary budgets are approved, the institutions develop detailed operating budgets for the upcoming fiscal year.
4.1.1.5 Approve all budget-ceiling increases.	Board	May	As needed		These proposals come in any time of the year, but generally come in during the last quarter of the fiscal year.
4.1.1.6 Prepare and recommend to the Board the appropriation requests for next fiscal year/biennium.	Executive Director, Presidents, and Superintendents	July/ September	September/ Annually		These appropriation requests are for the subsequent fiscal year or biennium. Preliminary consideration is scheduled for the Board in July with final action in September.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.1.0.0 Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.

Strategy: 4.1.2.0 Annually examine outcomes of strategic plan initiatives and resource investment to verify the level of achievement of strategic plans.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.1.2.1 Review and analyze progress on and modification of strategic plans from each institution for Board consideration.	Executive Director, Presidents, and Superintendents	November	December Annually		The Board will examine the strategies and benchmarks of institutions as they progress toward dynamic, evolving goals of what each institution seeks to become. The institutions will present progress reports in November and the Board will give final consideration to the institutional reports in December.
4.1.2.2 Review comprehensive fiscal report for prior year.	Board and Executive Director	October	Annually		Report will include performance as compared to budgeted intent.
4.1.2.3 Review institutional update of five-year strategic plans and present changes to Board of Regents for approval.	Executive Director	November	December every 5 years		The Board will examine the goals, objectives, and action steps of the institutions. The institutional strategic plans will be reviewed for conformity with the Board's plan.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

Strategy: 4.2.1.0 Establish an on-going program and plan to improve operational efficiency and effectiveness.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.2.1.1. Each institution develop a schedule of reviews for all academic and non-academic units covering a 7-year period.	Presidents and Superintendents	Immediately	Annual report will be made of units reviewed.		The schedule includes all units as well as an overall institutional assessment. A "unit" will be defined by each institution.
4.2.1.2 Evaluate each unit in terms of efforts at achieving greater efficiency and effectiveness in operations and procedures.	Presidents and Superintendents	Immediately	Annual report will be made of units reviewed.		Areas such as program reviews and re-engineering efforts will add new assessment components to existing evaluations. Evaluations of non-academic units will include, but are not limited to, energy conservation, space utilization, technology utilization, business operations, etc.
4.2.1.3 Re-engineer processes as appropriate to improve efficiency and effectiveness.	Presidents and Superintendents	As necessary			Institutions will continue their efforts to re-engineer processes for services and programs.
4.2.1.4 Each institution provide the Board of Regents with an annual report of increased efficiency and effectiveness.	Executive Director, Presidents, and Superintendents	FY 1998	Annually in May and June		This is included in May and June reports on institutional budgets, which include information on the 2 percent reallocations.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

Strategy: 4.3.1.0 Adopt standards for preserving usefulness of facilities.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.3.1.1 Review and recommend needed changes to the standards for maintenance of basic building and infrastructure integrity to avoid deferred maintenance.	Executive Director	February	August annually		MGT # 35 reports the deferred maintenance backlog and expenditures. The chief business officers and directors of facilities of the institutions will have a major role in the development of the standards. This information will be utilized in the development of the legislative appropriations requests to be considered in September of each year.
4.3.1.2 Review and recommend needed changes to the standards for avoiding functional obsolescence of facilities.	Executive Director	February	August annually		The purpose is to maintain the facilities consistent with current instructional, research, and technological requirements.

4.3.1.3 Review and recommend needed changes to the standards for meeting fire and environmental safety requirements.	Executive Director	February	August annually		The State Fire Marshal has a major role in the setting of standards. The chief business officers and directors of facilities at the institutions will have a major role in the development of the recommendations. The effort is to include recommendations on OSHA and other governmental safety requirements.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

Strategy: 4.3.2.0 Review annual budgets for adequacy in meeting operation and maintenance standards.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.3.2.1 Review and recommend changes in the institutional building repair budget allocation.	Executive Director, Presidents, and Superintendents	May	July annually		This action step is to be accomplished annually during the development of legislative appropriations requests.
4.3.2.2 Review and recommend changes in the institutional equipment budget allocation.	Executive Director, Presidents, and Superintendents	May	July annually		This action step is to be accomplished annually during the development of legislative appropriations requests. This action step relates to MGT measures 5 to 8. (See page 39 and 40).
4.3.2.3 Review and recommend changes in the institutional physical plant operation and maintenance.	Executive Director, Presidents, and Superintendents	May	July annually		Related to 4.3.1.1. These efforts should be considered during development of the annual operating budgets and the legislative budget requests.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

Strategy: 4.3.3.0 Seek additional funds to preserve and expand facilities and equipment.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.3.3.1 Review and recommend a list of capital needs for each institution in priority order, including funding.	Executive Director	July	September annually		MGT #41 (the amount of capital improvement funds requested and received) is currently in governance reports.
4.3.3.2 Develop matrix of all funds, capital expenditures and compare year-to-year trends.	Executive Director	May	September annually		Most data for projects exceeding $250,000 are now in the annual capital projects' reports required by Iowa Code.
4.3.3.3 Review and recommend program for use of self-liquidating revenue bonds to build enterprise facilities.	Board and Executive Director	Continuous as required	Ongoing		Now accomplished in annual report to Banking Committee. Report will be made more comprehensive.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Strategy: 4.4.1.0 Implement an annual comprehensive communications program with elected officials and the residents of Iowa.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.4.1.1 Review existing data sources and measures of public understanding and confidence in the Board of Regents to identify common data elements desired.	Executive Director, Presidents, and Superintendents	March 1998	May 1998 and annually thereafter		Regent information committee will be convened to address these issues. Other resources are to be utilized as appropriate.
4.4.1.2 Develop processes to collect desired data on an annual basis utilizing existing institutional processes to the extent possible and initiating new processes as needed.	Executive Director, Presidents, and Superintendents	June 1998	September 1998 and annually thereafter		The inter-institutional budget preparation committee ("Toledo Society") will be involved in this endeavor.
4.4.1.3 Analyze findings and develop plans to targeted audiences (i.e., elected officials and general public) designed to improve understanding and increase confidence.	Executive Director, Presidents, and Superintendents	November 1998	April 1999 and annually thereafter		

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Strategy: 4.4.2.0 Increase cooperation and collaboration among the Regent institutions and with other educational agencies, including community colleges and independent colleges and universities.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.4.2.1 Identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board.	Executive Director, Presidents and Superintendents	March 1998	September 1998 and annually thereafter		Some of these initiatives may be accomplished through the Iowa Coordinating Council for Post-High School Education. Collaborative programs in research and instruction will be identified annually in addition to similar efforts in business operations. The Regents strategic plan for distance education will address this issue.
4.4.2.2 Develop recommendations for joint/common budget initiatives as part of the annual legislative agenda.	Executive Director, Presidents and Superintendents	June 1998	September 1998 and annually thereafter		The inter-institutional budget preparation committee ("Toledo Society") can make recommendations for joint/common budgets. Regents' participation in board and advisory committees of other agencies provides opportunities for cooperation. Additional efforts

					can be accomplished through the Iowa Coordinating Council for Post-High School Education.
4.4.2.3 Explore opportunities for partnership among the Regent institutions and with other sectors of education.	Executive Director, Presidents and Superintendents	Ongoing	Ongoing		Partnership opportunities will be considered in the Regents' strategic plan for distance education and at meetings of the Iowa Coordinating Council for Post-High School Education.
4.4.2.4 Explore opportunities for collaboration between the special school programs and LEA's, AEA's, and other state agencies that are providing programs/services to individuals between the ages of 0-22 years.	Executive Director and Superintendents	Start on immedi-ately and annually review	Ongoing		Major accomplishments have already been undertaken and will be continued and expanded.

APPENDIX A

CHRONOLOGY OF STRATEGIC PLAN
State Board of Regents
1997-98

This strategic plan evolved during a series of public planning retreats held by the State Board of Regents between January 1997 and January 1998. Each retreat included board members, outside consultants and key institutional and board office personnel. (A list of participants at each planning retreat is attached.)

Following are highlights from those sessions:

January 15-16, 1997, University Park Holiday Inn, Des Moines.

The Board of Regents reviewed its previous strategic plan, assisted by William Anthony and Kenneth Boutwell, MGT of America, a Tallahassee, Florida-based consulting firm. The existing plan was modified and changed. Draft statements of the plan's mission, responsibilities, vision, values, culture, objectives and strategies were reviewed. Those modifications include:

---Added emphasis on efforts to raise private funds, especially to support those innovative programs falling outside the categories recognized by government-funded agencies (Original goal 9.0.0)

---Added statement "Contribute to the economic development of the state." (Original goal 11.0.0)

---Added Goal 5: Assure that exemplary systems of accountability are developed and implemented by adding "Improve the flexibility, efficiency and accountability of governance at all levels throughout the system." (Original goal 10.0.0)

October 9-10, 1997, Marriott Hotel, Des Moines.

The goal of this retreat, facilitated by Robert Smith of Strategies and Teams, Inc., was to affirm the statements reviewed at the previous retreat, work on four Key Result Areas (previously termed "goals") and develop measurable objectives, strategies and action steps.

Those in attendance divided into several small working groups, one for each Key Result Area (KRA). Each group then formulated strategies, objectives and action steps to implement the KRAs.

January 20, 1998, Marriott Hotel, West Des Moines.

The board reviewed a revised draft of the plan previously reviewed and adopted by the Organizational Audit Study Group. The board then reviewed each KRA and their related objectives, strategies and action steps, and subsequently adopted each KRA. The board also adopted the strategic planning statements (mission, responsibilities, vision, values and culture). Assisting in this final process were institutional staff, board office staff and Kenneth Boutwell and Dan Layzell, MGT of America, and Robert Smith, Strategies and Teams, Inc.

Attendees at the October 9 and 10, 1997 Strategic Planning Retreat were:

REGENTS
Mr. Newlin
Ms. Ahrens
Mr. Arenson
Mr. Fisher
Dr. Kelly
Mrs. Kennedy
Mr. Lande
Mrs. Pellett
Mrs. Smith

BOARD OFFICE STAFF
Mr. Richey
Dr. Barak
Ms. Houseworth
Ms. Stadlman
Ms. Brunson
Ms. Carter
Ms. Friedrich
Ms. Briggle

SUI
President Coleman
Provost Whitmore
Vice President Rhodes
Vice President True
Legislative Counsel Stork

ISU
President Jischke
Provost Kozak
Mr. Mukerjea
Ms. Bradley

UNI
President Koob
Provost Marlin
Ms. Follon
Ms. Geadelmann

ISD
Superintendent Johnson
Mr. Heuer
Ms. Fowler (Interpreter)
Ms. Reese

IBSSS
Superintendent Thurman

CONSULTANTS
Mr. Robert Smith, Strategies and Teams, Inc.
Dr. Ken Boutwell, MGT

Attendees at the January 15 and 16, 1997, Board's Strategic Planning Retreat were:

REGENTS
Mr. Newlin
Mr. Arenson
Mr. Dorr
Mrs. Kennedy
Mr. Lande
Ms. Mahood
Mrs. Pellett
Mrs. Smith
Mr. Tyrell

BOARD OFFICE STAFF
Mr. Richey
Dr. Barak
Ms. Carter
Ms. Smith
Ms. Briggle

SUI
President Coleman
Provost Whitmore
Vice President True

ISU
President Jischke
Provost Kozak
Mr. Madden
Mr. Mukerjea
Ms. Bradley

UNI
President Koob
Provost Marlin
Ms. Geadelmann

ISD
Superintendent Johnson
Mr. Balk

IBSSS
Superintendent Thurman

CONSULTANTS
Mr. William Anthony, MGT
Dr. Ken Boutwell, MGT

Attendees at the January 20, 1998 Strategic Planning Retreat were:

REGENTS
Mr. Newlin
Ms. Ahrens
Mr. Arenson
Mr. Fisher
Dr. Kelly
Mrs. Kennedy
Mr. Lande
Mrs. Pellett
Mrs. Smith

BOARD OFFICE STAFF
Mr. Richey
Dr. Barak
Ms. Houseworth
Ms. Stadlman
Dr. Tiegs
Ms. Carter
Ms. Friedrich
Ms. Tuttle
Ms. Briggle

SUI
President Coleman
Provost Whitmore
Ms. Jones
Mr. True
Mr. Stork

ISU
President Jischke
Provost Kozak
Mr. Mukerjea
Ms. Bradley

UNI
President Koob
Provost Marlin
Ms. Follon
Ms. Geadelmann

ISD
Superintendent Johnson
Ms. Fowler (Interpreter)
Ms. Young (Interpreter)

IBSS
Superintendent Thurman

CONSULTANTS
Mr. Robert Smith, Strategies and Teams, Inc.
Mr. Dan Layzell, MGT
Dr. Ken Boutwell, MGT

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APPENDIX B

The University of Iowa

Founded by Iowa's first legislature in 1847, The University of Iowa is entrusted with a threefold mission of teaching, research, and public service.

The University's 10 colleges offer graduate and undergraduate degrees in more than 150 areas of study. Iowa's liberal arts tradition and its ever-changing curriculum provide students with the breadth of a classic education and the focus of modem specialties. Iowa's colleges are liberal arts, engineering, graduate, dentistry, business administration, education, law, medicine, nursing, and pharmacy.

Researchers at Iowa attract more than $200 million annually in external support from public, private, and corporate funding sources. Iowa's research prominence is recognized internationally in such areas as space physics, hydraulics, driving simulation, the book arts, medical imaging, the human genome, biocatalysis, public opinion polling, African-American studies, and women's studies.

More than 400 university programs provide service to the state in the areas of health care and disease prevention, economic development, contract research, continuing education, and resources for local government agencies.

The University's 27,800 students hail from all 99 Iowa counties and more than 100 countries.

Iowa's faculty of 1,712 includes teachers and scholars of international renown. Among them are winners of their field's highest awards, practicing artists and writers, and eminent discoverers whose work has pioneered whole new fields of learning. In a typical year, 85 percent of the faculty will have teaching contact with undergraduate students.

More than 13,600 staff members make up a talented and divers work force that serves the University's broad missions.

The University has awarded more than 250,000 degrees over the past century and a *half.* Its more than 188,000 living graduates are spread throughout the nation and the world, including nearly 60,000 who live in Iowa.

Each year more than a million visitors come to cheer I-Hawkeye athletic teams, to receive care at University Hospitals and Clinics, and to attend arts events, museum exhibits, and continuing education courses. In addition, popular University sites on the World Wide Web, including the innovative Virtual Hospital, attract millions of virtual campus visitors.

The University operates on an annual budget of more than $1.2 billion. Less than a fourth of its revenue comes as general education fund support from the state. The remainder is a combination of federal and corporate grants, tuition and fees, fees for services, and private Support.

The University's general education fund receives the largest portion of the state appropriation, which in 1997 totaled $282 million. Tuition revenues account for approximately 30 percent of the general education fund.

In the fall of 1997, *TIME* magazine placed the University of Iowa in an elite group of seven schools in the nation recognized in its 'best school for you" category. Also in the fall of 1997, *U.S. News & World Report* ranked Iowa as the 15th best public university in the country. Likewise, the *Fiske Guide to Colleges, Money* magazine, and *Kiplinger's Personal Finance* magazine have all ranked the University as one of the nation's best values in higher education.

Iowa State University

Iowa State University was created by the Iowa General Assembly in 1858 as the Iowa Agricultural College and Model Farm. It was designated Iowa's land-grant institution in 1864 and held its first classes in 1869. It was renamed the Iowa State College of Agriculture and Mechanic Arts in 1898 and became Iowa State University of Science and Technology in 1959.

Iowa State has the distinction of being the nation's first chartered land-grant university, and the first land-grant university to admit women. It's where the first electronic digital computer was built, where the Cooperative Extension Service and Agriculture Experiment Station systems were born, and where plant scientist George Washington Carver began his career, earning both his bachelor's and master's degrees from Iowa State. With this rich history, Iowa State continues to carry out a three-fold mission: education, research and outreach.

Iowa State's nine colleges are: Agriculture, Business, Design, Education, Engineering, Family and Consumer Sciences, Liberal Arts and Sciences, Veterinary Medicine, and the Graduate College. More than 100 undergraduate majors, numerous pre-professional programs and nearly 200 fields of study leading to graduate and professional degrees are available to ISU students. Nearly 5,000 students earn degrees at Iowa State each year.

Iowa State is a Carnegie Foundation "Research I" university, with particular strengths in the biological and physical sciences. It ranks second among all universities in the number of R&D magazine's "R&D 100" awards (18) for technology innovation, third in licenses and options executed on its intellectual property, and fifth in patents received. It is home to the Ames Laboratory of the U.S. Department of Energy; C2, one of the world's most advanced computer virtual reality rooms; and seven faculty who are members of the National Academy of Science or National Academy of Engineering.

Iowa State holds title to more than 300 active patents, including patents that have led to the creation of new companies, such as Engineering Animation Inc.; new products, such as LoSatSoy and an environmentally friendly corn gluten-based lawn herbicide; and new devices, including one that could lead to breakthroughs in the fight against cancer and AIDS.

More than 25,000 students attend Iowa State, representing every state in the U.S. and nearly 125 other nations. Iowa State ranks sixth among all public universities in the U.S. in the number of new National Merit Scholars. It is one of *Yahoo! Internet Life* magazine's top 100 "wired" universities, one of 14 colleges and universities in the nation recognized for a high quality of student life, and the nearly 1,800-acre campus has been rated as one of America's 25 most beautiful campuses. With nearly 500 clubs and organizations and extensive university, residence hall and Greek governing systems, Iowa State offers students thousands of opportunities to pursue leadership growth and development.

Iowa State has one of the highest rates in the nation for student participation in intramural and recreational activities A member of the prestigious Big 12 Conference, Iowa State's teams consistently rank among the top third in the conference in overall competition and lead the conference in graduation rate of student-athletes.

The total annual university budget is nearly $700 million. State appropriations represent 36% of the total budget and 69% of the general operating budget.

University of Northern Iowa

The University of Northern Iowa, considered to be one of the top 10 public comprehensive universities in the nation, is the state's only public university distinguished by its emphasis on undergraduate education. Founded in 1876 as an institution for preparing public school teachers, teaching has been at the heart of UNI's mission ever since. UNI contributes to the development of its students by providing a diverse, dynamic learning environment characterized by excellence in teaching. Small classes enable UNI to foster one-on-one working relationships between faculty and students. More than 90 percent of UNI's classes have 50 or fewer students.

Enrollment stands at 13,108 with students from all 99 Iowa counties, 46 states and 55 countries. UNI's medium size enables it to offer the faculty, facilities and academic choices of a larger university, while retaining a friendly, small college atmosphere. Students choose from 110 undergraduate majors offered through the Colleges of Business Administration; Education; Humanities and Fine Arts; Natural Sciences; Social and Behavioral Sciences. The university also offers complementary graduate programs at the master's, specialist's and doctoral levels. U.S. News and World Report has recognized UNI in recent years by ranking it among the best values, most efficient and number one in academic reputation among comparable universities in the midwest.

UNI is dedicated to providing students learning experiences outside the classroom, providing ways for students to make connections between classroom knowledge and real world experience. Opportunities vary from undergraduate research, internships, cooperative education and student teaching to international study programs. UNI ranks first on the national list of Carnegie-classified master's level universities for its number of students studying abroad. Students supplement classroom learning through more than 180 university-recognized academic, social, recreational and religious organizations. The residence system also contributes to students' learning environment. UNI has been recognized as "school of the year" by the midwest affiliate of College and University Residence Halls for the quality and quantity of social, educational and cultural programming available to residents.

One of the most visible dividends for the state is the partnership UNI has forged with Iowans as they work to diversify and expand the state's economy. UNI's "service to Iowa" programs are an exciting and tangible link between on-campus expertise and the needs of Iowa communities, businesses and industries. These programs include: the Iowa Waste Reduction Center, the Institute for Decision Making, the Metal Casting Center, the Ag-Based Industrial Lubricants Research Program, the Management and Professional Development Center, and the Recycling and Reuse Technology Transfer Center

UNI's campus combines the grandeur of early 1900s architecture with striking, modern buildings that have characterized a particularly impressive growth period during the 1990s. The park-like campus features more than 40 major buildings on 850 acres, 127 of which are preserve acres, yet is compact enough to cross in a 10-minute walk.

The University of Northern Iowa's 19 men's and women's intercollegiate athletics programs compete at the NCAA Division I level in the Missouri Valley Conference (IAA football is in the Gateway Conference). The Panthers regularly are recognized as champions in football, volleyball, track and field and are highly competitive in other conference sports.

UNI's FY 99 budget totals nearly $210 million.

Iowa School for the Deaf

Iowa School for the Deaf (ISD) is a public facility open to all students in Iowa and Nebraska whose hearing loss is too great for them to get along satisfactorily in a neighborhood public school.

Situated on a beautiful 115-acre campus, on the southeastern edge of Council Bluffs, the school's education program is designed to provide successful and satisfying learning experiences that promote balanced intellectual and social growth.

Currently, the Iowa School for the Deaf provides direct instructional services to some 240 students from throughout the state of Iowa. Some 140 of these students receive a significant amount of their educational program on the main campus of the school. The others (100 students) are educated in satellite programs in Lewis Central, Council Bluffs, Missouri Valley and Atlantic. Some 110 students reside in the dormitories of the school.

In the fall of 1998, deaf and hard-of-hearing students from Nebraska will have the option of enrolling at ISD. Already some 30 Nebraska students have been approved for enrollment.

The Iowa School for the Deaf employs approximately 175 staff, with a Full Time Equivalent (FTE) of some 124. A significant majority of the staff are school year employees. There are some 55 faculty, administrators and institutional officials on staff. Approximately 30 staff are in the Professional and Scientific classification series (e.g., registered nurses, residential counselors). We have a food service staff of some seven (7) persons, a housekeeping staff of seven (7) persons, and a power plant/grounds staff of nine (9) persons. Other staff include houseparents (in the dormitories), teacher aides, business office staff, and human resource staff.

The faculty of the Iowa School for the Deaf is basically a veteran one. The average tenure is in excess of 15 years. More than 70% of the faculty have attained a master's degree in their chosen field. All but five have additional national certification, beyond the required state certification. All faculty have certification in deaf education, as well as their teaching area.

The residential program staff of the Iowa School for the Deaf have a tenure average of approximately five years. New staff that have associate degrees in interpreting, four year college degrees, or are deaf themselves constitute the large majority of new hires. A social worker position, residential counselor positions, and a clinical psychologist consultant service are among the services added during the past ten (10) years to address significant mental health concerns among the student population.

The Iowa School for the Deaf has one of the most unique educational programs of any residential school for the deaf in the United States. The uniqueness is directly related to the cooperative endeavors with local school agencies, the regional area educational agency, and the state department of education (K - 12 programming).

Examples of unique, cooperative programming that the School has pursued include: elementary and secondary mainstream programs for our students; a private day care program; the Southwest Iowa Regent Resource Center, the Iowa State University West Pottawattamie County Extension Service, the AEA Manawa Office, the reverse mainstream program at high school level, the high school interpreter program, the off-campus satellite programs, the statewide consultant coordination effort for instructional programs for deaf and hard-of-hearing students, the Student Enrichment Program, the Student Assistance Center, the Southwest Iowa Child Hearing Loss Center, and several special programs funded by local school districts..

The Iowa School for the Deaf was the first school of its kind to acquire accreditation by the North Central Association of Colleges and Schools and the Conference of Educational Administrators Serving the Deaf, while obtaining state status as an approved educational program.

The School provides multiple programming options. Early childhood programming, pre-school programming, elementary school programming, secondary school programming, "mainstream" classes in the local public schools, post secondary early enrollment option programming, reverse mainstreaming, alternative education programming, and an extensive, updated vocational education program, are among the alternatives available to students.

The fiscal year 1998 budget was approximately $7.8 million. Approximately 95% of the budget come from state appropriations. Federal funds are in the form of IDEA allocations, school lunch reimbursements, and special media projects. Approximately 85% of the budget is spent on salaries, and salary related expenditures.

Iowa Braille School

OUR PURPOSE

To enable Iowa's students who are blind or visually impaired to function as independently as possible in all aspects of life by providing appropriate educational opportunities, resources, and support services.

General Information

The Iowa Braille School is Iowa's second oldest educational institution, founded in 1852. The school received its first annual state appropriation it 1853. The purpose of the school has always been to educate the children and youth of Iowa who are blind or visually impaired.

The school is located in Vinton, Iowa. Students may be enrolled in day programs; they may participate in the residential program; or they may be served in their local school districts through outreach programs. Students enrolled in the center-based program are bused home every week-end during the school year.

The school is accredited through the North Central Association of Colleges and Schools. The educational programs are governed by the Iowa State Board of Regents and meet all state and federal laws.

June 30, 1997 through July 1, 1998

Center-Based Program

Students served in the Residential Program	44
Students served in Summer School	68
Students served in the Orientation to the World of Work	8

Outreach Services

State Resource Center includes

Library Services & Large Print	50
Educational Evaluations	24
Educational Consultations	53
Orientation & Mobility Evaluations	62
Orientation & Mobility Direct Service	125
Itinerant Teacher Services	60
APH	100
Low Vision Clinic	252
Low Vision Clinic Follow-up	10
Technology Consultants	67
Technology Training	75
Technology Lent	115

R. Wayne Richey
Executive Director,
State Board of Regents

The numbers go beyond impressive.

During Executive Director R. Wayne Richey's 32-year tenure with the State Board of Regents, he:

- **advised three different governors**
- **offered counsel to nearly five dozen Regent board members**
- **assisted literally hundreds of state lawmakers as they contemplated and created crucial educational legislation**
- **managed a budget that grew to more than $2 billion today.**

Through a multitude of reorganizations, transitions and significant growth, Wayne Richey maintained a steadfast presence that translated into imaginative and dependable leadership for the Board, its staff, and the Regents institutions. The Illinois native drew heavily on his academic training in government and history to fashion an organization that both respected tradition and embraced change. Likewise, his professional background in state budget analysis brought a practical and profitable outlook to the stewardship of valuable Iowa resources.

His achievements were not without recognition. In the mid-1970s, his peers saluted his expertise by voting him national president of the State Higher Education Executive Officers Association. In 1989, the National Governor's Association presented Wayne with the prestigious Distinguished Service Award for Service in State Government. Wayne has also known personal success. He and his wife, Anita, are the parents of four children, and are devoted to their three grandchildren. Some call his a "clan," so loyal are they to one another.

It is hard to envision the Iowa Board of Regents without him. It becomes harder still to imagine the state of Iowa without his unwavering enterprise in educational endeavors. But as he retires from the post that has become synonymous with the name "R. Wayne Richey," the former railroad brakeman imparts a legacy that long will be acknowledged with the highest regard.

They were years that go beyond impressive.

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